NCES 2007-495MO8

The Nation's Report Card Mathematics 2007

State Snapshot Report

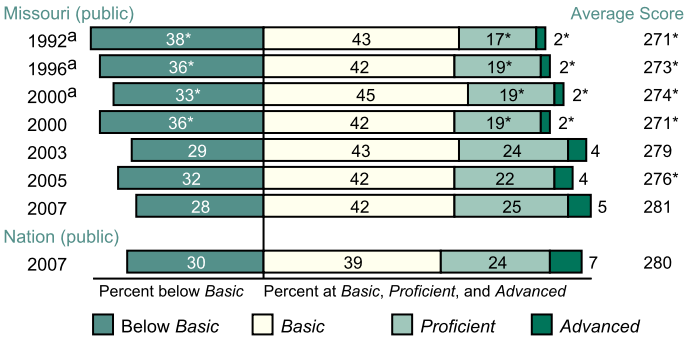
Missouri
Grade 8
Public Schools

The National Assessment of Educational Progress (NAEP) assesses mathematics in five content areas: number properties and operations; measurement; geometry; data analysis and probability; and algebra. The NAEP mathematics scale ranges from 0 to 500.

Overall Mathematics Results for Missouri

- In 2007, the average scale score for eighth-grade students in Missouri was 281. This was higher than their average score in 2005 (276) and was higher than their average score in 1992 (271).[1]
- Missouri's average score (281) in 2007 was not significantly different from that of the nation's public schools (280).
- Of the 52 states and other jurisdictions that participated in the 2007 eighth-grade assessment, students' average scale score in Missouri was higher than those in 16 jurisdictions, not significantly different from those in 9 jurisdictions, and lower than those in 26 jurisdictions.[2]
- The percentage of students in Missouri who performed at or above the NAEP *Proficient* level was 30 percent in 2007. This percentage was greater than that in 2005 (26 percent) and was greater than that in 1992 (20 percent).
- The percentage of students in Missouri who performed at or above the NAEP *Basic* level was 72 percent in 2007. This percentage was not significantly different from that in 2005 (68 percent) and was greater than that in 1992 (62 percent).

Percentages at NAEP Achievement Levels and Average Score



[a] Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 mathematics achievement levels correspond to the following scale points: Below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; *Advanced*, 333 or above.

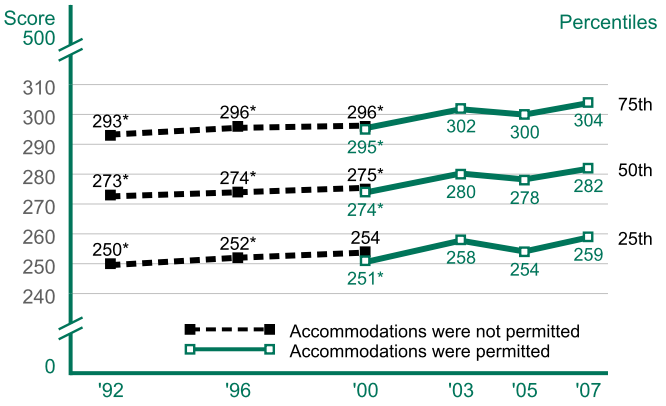
Performance of NAEP Reporting Groups in Missouri: 2007

Reporting groups	Percent of students	Average score	Percent below *Basic*	Percent of students at or above *Basic*	Percent of students at or above *Proficient*	Percent *Advanced*
Male	50	282	27	73	32	7
Female	50	279 ↑	28	72	28	4
White	75	288 ↑	19	81	36	7
Black	19	253 ↑	62	38	6	#
Hispanic	3	270	38	62	17	1
Asian/Pacific Islander	2	‡	‡	‡	‡	‡
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for National School Lunch Program	39	266	45	55	16	2
Not eligible for National School Lunch Program	60	290 ↑	16	84	39	8

Average Score Gaps Between Selected Groups

- In 2007, male students in Missouri had an average score that was not significantly different from that of female students. In 1992, there was no significant difference between the average score of male and female students.
- In 2007, Black students had an average score that was lower than that of White students by 34 points. In 1992, the average score for Black students was lower than that of White students by 34 points.
- In 2007, Hispanic students had an average score that was lower than that of White students by 17 points. Data are not reported for Hispanic students in 1992, because reporting standards were not met.
- In 2007, students who were eligible for free/reduced-price school lunch, a proxy for poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 24 points. In 1996, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 21 points.
- In 2007, the score gap between students at the 75th percentile and students at the 25th percentile was 45 points. In 1992, the score gap between students at the 75th percentile and students at the 25th percentile was 44 points.

Mathematics Scores at Selected Percentiles



NOTE: Scores at selected percentiles on the NAEP mathematics scale indicate how well students at lower, middle, and higher levels performed.

Rounds to zero.
‡ Reporting standards not met.
* Significantly different from 2007.
↑ Significantly higher than 2005. ↓ Significantly lower than 2005.

[1] Comparisons (higher/lower/narrower/wider/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Comparisons across jurisdictions and comparisons with the nation or within a jurisdiction across years may be affected by differences in exclusion rates for students with disabilities (SD) and English language learners (ELL). The exclusion rates for SD and ELL in Missouri were 5 percent and "percentage rounds to zero" in 2007, respectively.For more information on NAEP significance testing see http://nces.ed.gov/nationsreportcard/mathematics/interpret-results.asp#statistical.

[2] "Jurisdictions" refers to states and the District of Columbia and the Department of Defense Education Activity schools.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for the National School Lunch Program, which provides free and reduced-price lunches, and the "Unclassified" category for race/ethnicity are not displayed. Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2007 Mathematics Assessments.